

## Trinity University Digital Commons @ Trinity

---

Understanding by Design: Complete Collection

Understanding by Design

---

6-17-2010

# "Who's Coming to Dinner?" – Understanding the Middle East Culture [6th grade]

Bethany Lorge  
*Trinity University*

Linda O'Connor  
*Trinity University*

Follow this and additional works at: [http://digitalcommons.trinity.edu/educ\\_understandings](http://digitalcommons.trinity.edu/educ_understandings)



Part of the [Education Commons](#)

---

### Repository Citation

Lorge, Bethany and O'Connor, Linda, "'Who's Coming to Dinner?' – Understanding the Middle East Culture [6th grade]" (2010).  
*Understanding by Design: Complete Collection*. 125.  
[http://digitalcommons.trinity.edu/educ\\_understandings/125](http://digitalcommons.trinity.edu/educ_understandings/125)

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): . For information about the series, including permissions, please contact the administrator: [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: “Who’s Coming to Dinner?” – Understanding the Middle East Culture

Grade Level: 6<sup>th</sup> Grade

Subject/Topic Area(s): Social Studies/Middle East Culture

Designed By: Bethany Lorge and Linda O’Connor

Time Frame: Three to four weeks (45 minute periods)

School District: North East ISD

School: Jackson Middle School

School Address and Phone: 4538 Vance Jackson, San Antonio, TX 78230 210.442.0550

### **Brief Summary of Unit:**

The goal of this unit is for students to understand the cultures and conflicts that result from these cultures in the Middle East. Students will begin by learning about the geography of this region of the world through various mapping activities. They will begin to learn how the culture of this region is influenced by its geography and climate. Students will be able to explain how the predominance of Christianity, Judaism and Islam has led to conflicts in this region of the world. Students will also learn about the major impact that oil has had in the Middle East and how its discovery has led not only to economic growth but challenges as well.

The performance task “Who’s Coming to Dinner” will provide a means for students to demonstrate their understanding of the unit by planning a dinner party that will include people from this region that represent different religions and cultures. In groups, customary food, clothing, and cultural traits will be portrayed through art, drama, and writing in preparing for this “dinner party”. Individually, students will also write an announcement for the school news program that airs daily, explaining what their experience was like from the perspective of an American student who’s returned back from this dinner party. Similarities and differences between the cultures as well as likes and dislikes of the region will be included in the report.

<b>Unit: “Who’s Coming to Dinner?”: Understanding the Middle East Culture</b> <b>Grade: 6th</b>	
<b>Stage 1: Desired Results</b>	
<b>Established Goals (Standards)</b>	
<i>TEKS or Scope &amp; Sequence</i>  5. Geography: The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: (A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that that influence the economic development and foreign policies of societies. (B) identify geographic factors that influence a society’s ability to control territory that shape the domestic and foreign policies of societies. 7. Geography: The student understands the impact of interactions between people and the physical environment 8. Economics: The student understands the various ways in which people organize economic systems. The student is expected to: (C) explain the impact of scarcity on international trade and economic interdependence among societies. 17. Culture: the student understands relationships that exist among world cultures. The student is expected to: (A) explain aspects that link or separate cultures and societies. 19. Culture: the student understands the relationships among religion, philosophy, and culture. The student is expected to: (A) explain the relationships among religious idea, philosophical ideas, and cultures.	
<b>Understandings</b>	
<i>Students will understand that...</i>  <ul style="list-style-type: none"> <li>• The presence of differing belief systems and customs in a society or country often results in conflict.</li> <li>• Natural resources influence the culture of societies and dictate the major economic activities of that region.</li> <li>• Intolerance and misunderstandings of “different” cultures are erased through knowledge and information about these differences.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why is there conflict?</li> <li>• When is an idea worth fighting for?</li> <li>• How do we avoid or solve conflict?</li> <li>• Can something good be bad?</li> </ul>	
<b>Knowledge</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Vocabulary words – natural resource, non-renewable resource, renewable resource, ethnic groups, Westernization, traditional, fundamentalist, culture trait, Human Development Index (HDI), per capita gross domestic product (GDP)</li> <li>• Where the Middle East is located and the countries that make up this area of the world.</li> <li>• The physical features of the Middle East and their impact on daily living.</li> <li>• The three major religions of the Middle East.</li> <li>• That oil is the most valued natural resource found in the Middle East and is important worldwide.</li> </ul>	<b>Skills</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Define the vocabulary words natural resource, non-renewable resource, renewable resource, ethnic groups, Westernization, traditional, fundamentalist culture trait, Human Development Index (HDI), per capita gross domestic product (GDP)</li> <li>• Locate and identify the Middle East countries on a map.</li> <li>• Explain how dress/food/daily living is influenced by the climate.</li> <li>• List and describe the significance of religions Christianity, Islam, and Judaism in the Middle East.</li> <li>• Describe how the discovery of oil has changed the lives of people in the Middle East.</li> </ul>

<ul style="list-style-type: none"><li>• The specific aspects of the Middle Eastern culture, such as their food, dress, manners, greetings, etc.</li></ul>	<ul style="list-style-type: none"><li>• Show traditional Middle Eastern customs by setting up an imaginary dinner table and discussion.</li></ul>
---	---

## Stage 2: Assessment Evidence

### Performance Task:

**Part A:** The purpose of this activity is to use the collected information on Middle Eastern religion, culture, physical features, and natural resources to plan a dinner event that would represent and be courteous to the differing guests that are invited. Students will be working in groups of (3) three to arrange a seating chart for a dinner in which they will have to set up on the floor and then re-enact how these guests would be greeted and seated as they come into the house. The students will take on the role of being a Middle Eastern host/hostess that has invited (6) six guests (profile of these guests will be provided by their teacher in regards to their name, age, male/female, what country they are from, what religion they are, and how fundamentalist/conservative they are in their religion) to their house to discuss challenging issues for those in Middle Eastern countries (religion, oil,). The students will be given (6) six characters that are coming from various regions throughout the Middle East and each will carry different traditions and religious beliefs from the others. Students will be responsible for researching and being aware of the differences in order to be a welcoming and respectful host to all of the guests that are coming to dinner.

After the students are explained the purpose of this activity, they will spend (2) two days thinking about how they will arrange the dinner plates in order to be respectful of each guest's culture while also decorating a paper plate for each guest. They will use the information that they have gathered in their workbook throughout the unit in regards to culture to help in diagramming this. The outline of this will be completed on a paper diagram included in their packet. Once the seating chart is completed, it must be given to the teacher as a "check-in" before receiving and moving on to the dinner plates.

After students have completed the seating charts, they will then decorate (6) six paper plates (one for each character their group is given). Each student will be responsible for (2) two characters. On the plate, they need to draw and color each character in regards to what clothing they would be wearing and what they would look like. There will be one American character in order to make the comparison to those in the Middle East. On the backside of the paper plate, students will give a 2-3-sentence explanation of the details of their drawing that begins: "I drew my character this way because..." Students must "check-in" by showing their plates to the teacher in order to go on to the next step of their dinner.

After the seating chart and characters have been created, the next (2) two days will be spent deciding on decoration for the table and what food will be served. The students will be looking at not only how this culture eats, but also what they'll serve in respect to all that are present. Students must then either bring in actual food or create the food (drawing, arts and crafts, etc.) that they are going to be serving. Students must decide on (4) four food items that they would serve and (2) two decorations for the table. Each student will be responsible for designing (2) two of these materials to go on the table. Once these items are finished, the 2-3 sentence descriptions of each written on their seating chart handout, and shown to the teacher as a "check-in", students can move onto the final part of the dinner planning.

Lastly, the students need to look at how they will greet their guests as they come into the house. The students will have to decide what they need in order to be a good Middle Eastern host that is welcoming of their guests, and they will also have to show how their guests would be respectful in entering into a stranger's room. Students must choose (6) six customs that are important to those in the Middle East. Once they have decided on the (6) six customs and greetings they want to make sure take place, they must then rehearse with their group by acting out a short skit that shows them conveying these customs as their guests come into the house. For a "check-in," students must write, on the back of their seating chart, the (6) six customs that they are going to use in their re-enactment and 2-3 sentences that explains why they practice these customs. For the final assessment, students will have to re-enact this entering of the house, explaining each custom as they perform it (each student needs to explain (2) two customs, and then, once everyone is seated, each member must explain the arrangement of their guests at the table, the food, and decorations (each student is responsible for explaining what they contributed to the table).

**Part B:** Individually, students will need to record their observation of the dinner from the viewpoint of the only American that was at the dinner (which just so happens to be a Jackson Middle School student!). Upon the student's return to the states, it is their responsibility to report to the Jackson family, via a KJAG announcement (the school radio/announcement forum), what their experience was like, highlighting the similarities and differences between being a typical student in the United States and being from the Middle East. Students will have to write as if they are the speaker, talking to the school about their most recent trip to the Middle Eastern countries. In their (5) five-paragraph announcement, the students need to highlight (5) five similarities between the United States and the Middle East and (5) five differences between the two cultures. In the fourth paragraph, they need to explain their (1) one favorite and (1) one least favorite part of the trip, giving reasons why for each. In the final paragraph, the announcement needs to explain why or why not this character would return to the Middle East.

### Stage 3: Learning Activities

**Day 1:** Chalk Talk Activity – students will respond to the EQ’s posted in the room by writing on sticky notes that have been given to them by the teacher. The students must write a thought, question, or answer for each of the EQ’s that are posted around the room. Once everyone has posted each of their sticky notes on the sheet of paper, they need to walk around the room, read what others wrote, and then reply with one more comment. Discussion will take place after all comments have been made about what was written for each question and then the direction/purpose of the questions will be explained regarding the Middle East.

**Day 2:** Geography of the Middle East – show location of Middle East on world map and Google Earth. Students will brainstorm the meaning of “Middle East” and why this area of the world is given that title. Students will use atlases to locate 18 Middle Eastern countries, and 10 bodies of water found in that region. Students will follow labeling guidelines for completing maps. Finish map for homework.

**Day 3:** Check for Understanding - use website: [www.lizardpoint.com/fun/geoquiz/mideastquiz.html](http://www.lizardpoint.com/fun/geoquiz/mideastquiz.html). Using the SmartBoard, have (1) student come to the board and point to where they think the country is located on the screen (which is displaying the website) and the other student has to choose the correct country with the SmartBoard at their seat. Once the SmartBoard selects the country, the website will let them know whether they are correct or incorrect. Teacher will add bodies of water such as Arabian Sea, Mediterranean Sea and Red Sea. After review, students will have a quiz over the countries in the Middle East where they need to fill in missing countries on a map.

**Day 4:** Intro to “Black Gold” – Geography Alive Lesson 24 – students analyze photograph of drilling rig in desert of Saudi Arabia. (Transparency 24-A) using Think: Pair: Share.

- What do you see? – Describe the physical environment.
- Where do you think photo was taken?
- What valuable resource do they extract or get from this contraption?
- How might having a lot of oil affect SW Asia? List ways you think this resource might affect the people and places in this region. (ex. this resource might provide jobs for many people, etc.)

Begin vocabulary foldable that is included with packet (p. 34 Dinah Zike’s *Big Book of World History*) with just the words that will be introduced today (natural resource, non-renewable resource, renewable resource, HDI). The rest of the vocabulary will be introduced as we encounter those words.

**Day 5:** Oil reserves in SW Asia – using the Elmo, the “Top Ten Oil Reserves in SW Asia, 2004” (p. 361, *Geography Alive*) will be enlarged and displayed to the class. Students must complete the map “SW Asia: Who Has the Oil?” by labeling each of the countries with 1 (largest reserve) to 10 (smallest reserve) by using the display in front of the classroom. The (3) three countries with the highest amounts of reserves will be shaded in.

**Day 6:** Computer Lab – Students will use ABC-CLIO from the Library Portal to complete the following chart.

COUNTRY	HDI	PER CAPITA GDP
Syria		
Iraq		
Iran		
Kuwait		
Saudi Arabia		
Bahrain		
Qatar		
UAE		
Yemen		
Oman		

**Day 7:** Students will read Section 24.4 p. 362-363 in *Geography Alive*. Students will use data from computer lab to complete Worksheet p.177 “Oil, Wealth, and People’s Well-Being”. Discussion will take place as to why some people in the Middle East are very wealthy while others are very poor (distribution of wealth).

**Day 8: Conflict Over Oil** – students will read p. 453 in Social Studies textbook and complete an event map, which takes a look at (2) two conflicts that have happened over oil in the Middle East. The event map, called the “Conflict Map”, will have the students write down and answer, “What happened, when did it happen, how did it happen, why did it happen, who was involved, and where did it happen?” for each conflict. (Event map taken from World Cultures CD – Tool Kit – Event Mapping). Exit slip: List and explain one way oil has helped people living in the Middle East and list and explain one way that it has hurt those who are living in the Middle East.

**Day 9: Religion Review** – students have covered Christianity, Judaism, and Islam earlier in the year. To review these three religions and their beliefs/traditions, students will be given a baggie of pieces of paper that have various aspects of each of the religions (religious book, language, founders, holy day, etc.). The students will arrange the pieces of paper into three groups under the headlines of each of the religions. Once each pair has completed this task and we go over the answers as a class The students will copy down their groups into a graphic organizer, which is in their packet. Students will construct a standing triangle (Dinah Zyke, *Big Book of World History*, p. 22). Each side of the triangle will be labeled with one of the three main religions: Islam, Judaism, and Christianity. Teacher will read description of religion or aspects of religion and students will hold up side of triangle showing correct answer.

**Day 10: Quick check for understanding about the different religions with standing triangle** (continued from yesterday). Jeds and Pads History Alive Activity – activity has students taking on the roles of Jeds (Jews) and Pads (Palestinians), reading about their history, and then debating over the history and ownership of “land” in the classroom (purpose of activity is to recreate the present day Palestinian/Israel situation). Reflection questions are completed after activity for debriefing that has students reflect on how they felt during the activity according to what side they were on.

**Day 11: Gangs and The Holy Land** – students will read a brief overview about what gangs are, why they formed, and their intrigue. Then, a map of gang territory and Jerusalem (how it’s split for each of the religions) will be displayed. Working in pairs, the students will complete a Venn Diagram that shows the similarities and differences between gang fighting and fighting in the Holy Land. Students will need to think about the following questions: Why does each side fight? What are their motives? What are different about the fighting of these two groups?

**Day 12: Vocabulary Review** – “I Have...Who Has?” (Paula Rutherford, *Instruction for all Students*, pp. 95, 155). Students will be divided into one of two groups. One group has the definitions to the vocabulary words written on an index card and the other group has the word written on an index card. Each student gets either a definition card or word card. Students walk around the room and look for the match to their card. Once all cards are matched the pairs read the word and definition aloud to the class, students can swap cards and repeat activity for further review. Vocabulary quiz will be given over the 10 vocabulary words.

Begin Research of customs – students will go to the computer lab and begin to research the customs of people in the Middle East. They will have a graphic organizer that they complete with the information that they find. They must research food (do’s and don’ts), clothes, language, greetings, and role of women. This graphic organizer will be in their packet and will be used to complete the final assessment. The resources to be used are the following:  
<http://www.muslim-canada.org/ch15hamid.html>, ABC-CLIO, and readings that will be placed in a folder for the students to look at (arranged by teacher).

**Day 13-17: Research of Customs and Rehearsal of “Who’s Coming to Dinner?”**

**Day 18-19: Presentation of “Who’s Coming to Dinner?”**

**Day 20: Individual Part of Performance Task – KJAG Announcement**

# You're Invited!



## Let's eat!

You have been given the task of hosting the most talked about dinner event of the year! In one week, six very important Middle Eastern dinner guests are going to be coming to your house that is located in the Middle East, to share in a meal and discussion over the differences and similarities that they have with each other. Your job is to make this a peaceful and pleasant experience for all that are invited! In order to make this happen, you need to research the food, decorations, clothing, and customs for each of the dinner attendees, as they are all coming from different cultural and religious backgrounds. You need to know their customs and traditions so that you don't offend them in any way. You must complete the checklist below to make sure that you've covered all the necessary details for the big day. On the day of the event, you will be responsible for explaining everything you did to prepare for your guests.

List and Description of Preparations	Teacher's Initials
<b>Seating Chart</b> - taking into account the backgrounds of each of the characters, complete the seating chart showing where each guest will sit at the table. Remember: you want to encourage conversation not arguing!	
<b>Dinner Plates</b> - create a "plate" for each dinner guest by putting their information on the plate and drawing a picture of how they would dress according to where they are from and what their religious background is. On the backside of the plate, you must write 2-3 sentences describing your person and why you drew them this way.	
<b>Decorations and Food</b> - decide on (2) two decorations and (4) four foods that you are going to be putting on the table. You may use actual items or draw/design replicas of these items. You need to take into account the dietary restrictions that each of your guests have, and make sure that you don't serve them anything that will make them sick or insult them! Write your choices down on your seating chart paper with 2-3 sentences describing why you chose each of these items.	
<b>Customs</b> - choose (6) six customs that you are going to make sure take place at your dinner to make your guests feel welcome (take note of greeting them at the door and how to interact with men vs. women). Write what each of these is going to be on the back of your seating	



chart with 2-3 sentences describing why you chose each of these items.

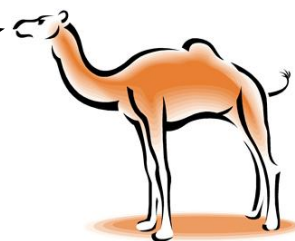
Names of Members in Group: \_\_\_\_\_

“Who’s Coming to Dinner?” Group Rubric					
	Little/No Evidence (0-2 points)	Limited Evidence (3-4 points)	Clear Evidence (5-7 points)	Convincing Evidence (8-10 points)	Comments
<b>Accuracy of Information (20%)</b>	The information provided is inaccurate throughout the project; there is no reflection or understanding of the information.	Information presented has limited accuracy (70%) in regards to the Middle East.	Majority of information is accurate throughout (90%) in regards to the Middle East.	All information is accurate in regards to the culture of the Middle East.	
<b>Presentation of Information (skit) (20%)</b>	Fails to provide customs and there is a lack of understanding of the cultural aspects. Skit is unprepared and/or incomplete.	Multiple customs are given, but there is a lack in clear understanding of the cultural aspects and/or not all members speak equally during the skit.	Multiple customs are given with mostly a clear understanding of cultural aspects and/or not all members speak equally during the skit.	Multiple customs are fully portrayed with clear understanding of these cultural aspects from the Middle East. All members speak and explain equally during the skit.	
<b>Effort (20%)</b>	Little effort was given - project is missing sections and is unorganized.	Some effort was given, but more than 2 checkpoints weren’t completed on time or lacked in detail.	Good effort was given, but 1-2 of the checkpoints weren’t completed on time or lacked in detail.	Much effort was given, and final product is not only completed fully, but all checkpoints were completed on time and with great detail.	
<b>Creativity and Artistic Representations (20%)</b>	Drawings and representations are either missing entirely or very incomplete.	Drawings and representations are incomplete, and don’t clearly portray Middle Eastern customs in all sections of the project.	Drawings and representations are nearly complete and colored, but portray Middle Eastern customs in all sections of the project.	Drawings and representations are complete, colored, and clearly portray Middle Eastern customs in all section of the project.	

<p><b>Working in Group (20%)</b></p>	<p>No equal participation takes place in group.</p>	<p>Only one in the group completes the profile on their (2) characters, represent (2) food/decorations, and help in choosing and describing customs and traditions.</p>	<p>All but one of the students in the group complete the profile on their (2) characters, represent (2) food/decorations, and help in choosing and describing customs and traditions.</p>	<p>All students in the group complete the profile on their (2) characters, represent (2) food/decorations, and help in choosing and describing customs and traditions.</p>	
--	---	---	---	--	--

# KJAG Announcement: My Trip to the Middle East

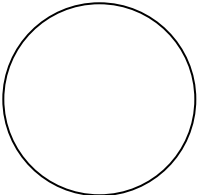
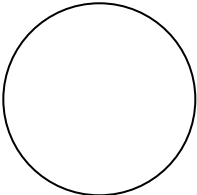
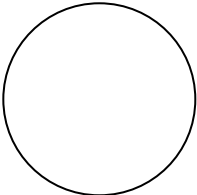
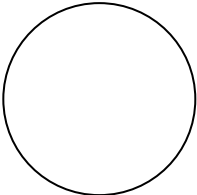
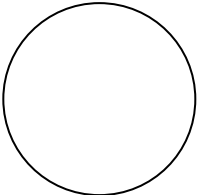
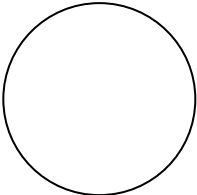
Tell the Jackson family all about your Middle East dinner! Let's hear all about it in a (5) paragraph announcement. After your introduction, write (1) paragraph on 5 similarities that a typical Jackson student would have with someone from the Middle East, (1) paragraph on the differences your cultures have, (1) paragraph on your favorite and least favorite part of the trip, and your concluding paragraph on whether or not you would return to the Middle East and why. Jackson can't wait to hear all about your trip!

[illegible]

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

### **Seating Chart for Guests**

Directions: Write, in each of the circles, where each guest will sit at the table.

### **Decorations and Food**

Directions: Write what your (2) two decorations are and your (4) food items are. You need 2-3 sentences for EACH to describe WHY this item.

Decoration #1:

Decoration #2:

Food #1:

Food #2:

Food #3:

Food #4:

### **Customs and Traditions**

Directions: Write down (6) six customs and traditions. For each one, you need to explain its significance and reason in 2-3 sentences.

Custom/Tradition #1:

Custom/Tradition #2:

Custom/Tradition #3:

Custom/Tradition #4:

Custom/Tradition #5:

Custom/Tradition #6:

Name: \_\_\_\_\_ Date \_\_\_\_\_ Period: \_\_\_\_\_

### Exit Slip: Oil in the Middle East

Directions: Write 2-3 sentences for each question to exit class!

1. List and explain one way oil has helped people living in the Middle East.
2. List and explain one way that it has hurt those who are living in the Middle East.

Name: \_\_\_\_\_ Date \_\_\_\_\_ Period: \_\_\_\_\_

### Exit Slip: Oil in the Middle East

Directions: Write 2-3 sentences for each question to exit class!

1. List and explain one way oil has helped people living in the Middle East.
2. List and explain one way that it has hurt those who are living in the Middle East.

Name: \_\_\_\_\_ Date \_\_\_\_\_ Period: \_\_\_\_\_

## Exit Slip: Oil in the Middle East

Directions: Write 2-3 sentences for each question to exit class!

1. List and explain one way oil has helped people living in the Middle East.
2. List and explain one way that it has hurt those who are living in the Middle East

### **What is a gang?**

A gang is usually a group of teens and young adults who spend much of their time together. They often plan how to carry out activities that usually involve violence. Gangs are known by particular names. They are organized with leaders and followers. Gangs usually claim a particular area of a city or town, which they call their "turf". They spend much of their time fighting rival gangs to keep them out of this territory.

### **Why do gangs form?**

According to Larry Rawles, deputy director of Philadelphia's Crisis Intervention Network, gang membership offers kids status, acceptance, and self-esteem they haven't found elsewhere (Del Stover 1986). In poorer communities, a breakdown of family and community structures may leave kids more receptive to gang recruitment. However, gangs can also form in affluent areas among kids who feel alienated from friends and families (Stover).

Financial gain is a powerful motive for gang involvement, especially for impoverished youths with poor education and lack of access to decent jobs (McKinney). The vast sums of money available through the drug trade have increased the size of gangs, both by recruitment and by longer retention of members. Usually only a few adult gang members make large sums of money.

Aware that courts treat juveniles far more leniently than adults, they shield themselves by using juvenile gang members as everything from lookouts to gang hitmen (NSSC). Drug trafficking makes traditional turf battles bloodier by providing the money for sophisticated weaponry, and it creates new sources of conflict as rival gangs fight over lucrative drug territories (McKinney). Ultimately: money, power, territory, and drugs.

### **Where did gangs come from?**

Gangs have been in existence for as long as there have been inhabitants of this world. The word thug dates back to India in the year 1200 AD and it refers to a gang of criminals (Thugz) that roamed the country pillaging towns in their course. These Thugz had their own symbols, hand signs, rituals and slang. In the United States, we grew up with tales of our own form of thugs like pirates and gangsters, therefore, gangs, undoubtedly, are not a new concept.

Gangs became a symbol of lower income neighborhoods and ethnic ghettos. America's new immigrant communities and ghetto neighborhoods saw their youth forming gangs. African Americans, Asians and Hispanics made up the majority of street gangs that sociologists would research but the majority of all communities were experiencing street gangs in some degree.

Street gangs develop into drug gangs with businesslike operations. Violence becomes standard operating procedure for these gangs. During this time, gangs are spreading like wildfire. Super Gangs, like the Latin Kings, Bloods, Crips and Gangster Disciples have spread their influence across America. Major cities were suffering from the violence connected to these gangs. During the mid 1990's, crime rates begin to plummet across the nation. Despite the decrease in crime, street gangs were forming at a high rate. Each year, the number of gangs and gang members reported in surveys increases. Major cities across the United States begin the develop strategies to combat gangs within their boundaries. Ironically, statistics show the suburban gang situation to have the greatest increase.

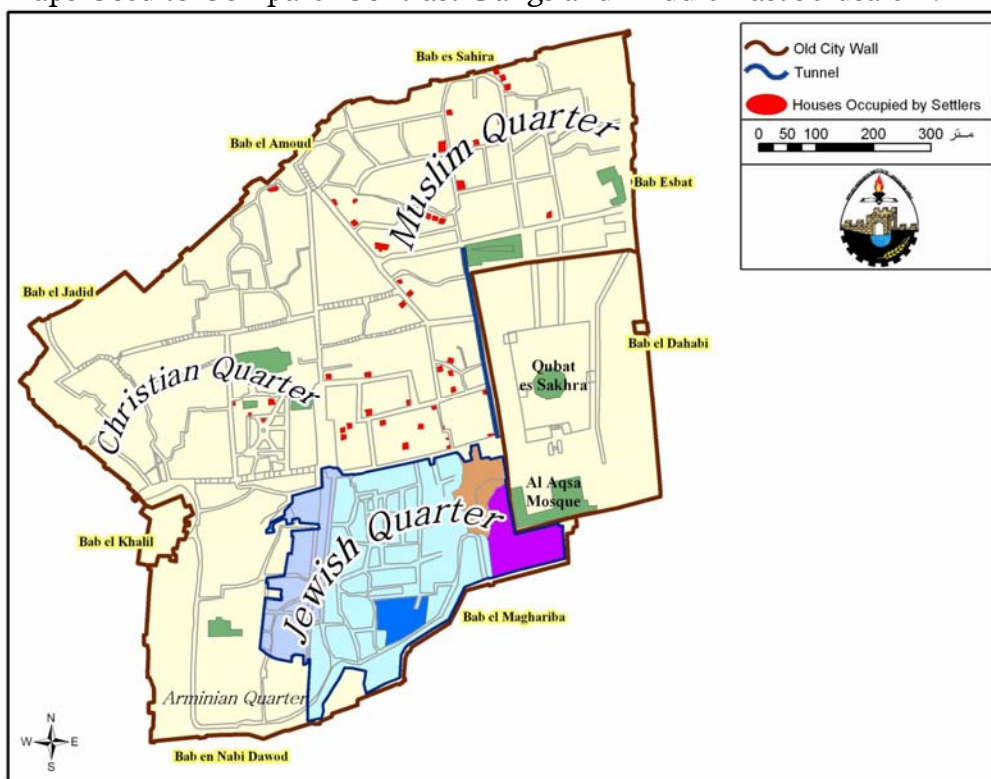
Now, gangs can relate to their own glorification in the many gangster rap music and videos flooding the media. This has given them fame rather than infamy. It is apparent in today's clothing and language of our youth how much gangs have influenced our culture. Emulation of the old gangsters, their names, colloquialisms and their practices are being acted out in the streets of our cities and towns.

Sites used for this article:

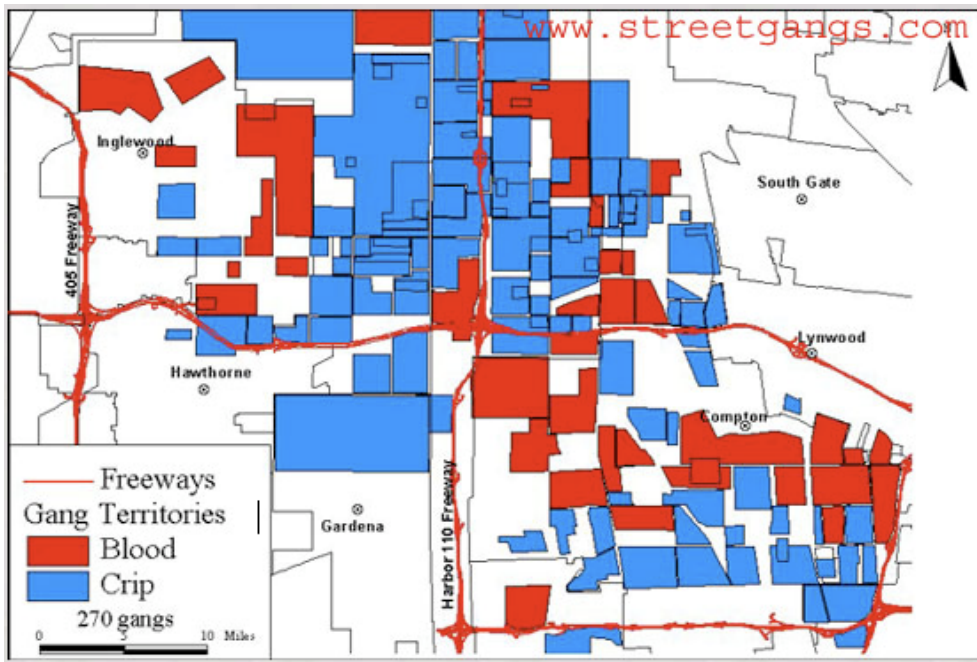
<http://www.hopefs.org/Behavior/TeensandGangs.html>

<http://www.thesitefights.com/wepatrol/Gangs/antigang4.html>

Maps Used to Compare/Contrast Gangs and Middle East Jerusalem:



[http://www.poica.org/editor/case\\_studies/Jerusalem%20Old%20City.jpg](http://www.poica.org/editor/case_studies/Jerusalem%20Old%20City.jpg)



<http://www.wpromote.com/blog/wp-content/uploads/2009/02/picture-1.png>